



NAME _____

CLASS _____

AUSTRALIAN THREATENED ANIMAL SPECIES**YEAR 6 RESOURCE BASED LEARNING UNIT**

SACSA 3.5: Explains relationships between living things in ecological systems; relates these ideas to threats to the sustainability of ecological systems and animals that form part of them

You will use a **guided inquiry** process to increase your knowledge of a threatened animal in its ecosystem and develop your ability to use library and internet resources.

EXPLORING THE BACKGROUND

Read pages 4 – 5 in your photocopy of Keyt, T. 1998. Australian endangered animals.

What does “endangered” mean?

- **Extinct** = species not seen for 50 years or more
e. g. Desert rat kangaroo last seen 1935
habitat changed by cattle and rabbits, hunted by foxes and cats
- **Endangered** = animal whose numbers are very low, close to extinction
e. g. Forty-spotted pardalote (bird)
forest habitat cleared for agriculture, competition from Noisy Miner
- **Vulnerable** = species that have decreased in numbers, need help
e. g. Pedra branca skink (lizard)
depends for food on mackerel eaten by sea birds, vulnerable if these animals reduce in numbers
- **Threatened** = species that are extinct, vulnerable, endangered or critically endangered

TOPIC SELECTION

Choose your threatened animal. Information on these is available in the library. Highlight/underline your topic

DESERTS AND PLAINS

Bilby (Greater)
Central rock rat
Golden bandicoot
Great desert skink
Rufous hare wallaby
Marsupial mole (Southern)
Stick nest rat (Greater)
Yellow footed rock wallaby

WOODLAND

Bridled nail tailed wallaby
Carnaby's black cockatoo
Dibbler
Eastern barred bandicoot
Golden shouldered parrot
Gouldian finch (ALSO DESERT)

Mallee fowl (LC)

Northern hairy nosed wombat
Shark Bay mouse
Striped legless lizard

WETLANDS

Western swamp tortoise

ALPINE WETLANDS

Baw Baw frog
Southern corroboree frog
Spotted tree frog (LC)

RIVERS AND WATERWAYS

Trout cod

RAINFOREST

Cassowary (Southern) (LC)
Coxen's fig parrot
Long footed potaroo

TEMPERATE FOREST / BUSHLAND

Broad headed snake
Forty spotted pardalote
Glossy black cockatoo (S.A. and K.I.)
Helmeted honeyeater
Leadbeater's possum (LC)
Noisy scrub bird
Numbat
Orange bellied parrot
Regent honeyeater
Tasmanian devil

LOCATING RESOURCES

1. LIBRARY CATALOGUE (PUBLIC ACCESS) SEARCH

- Internet > Cabra Library (left hand side) > Library catalogue (Web Opac or blue search screen)
- Enter your topic in the keyword search box (make sure you spell it correctly)
- At the Location box and choose **Middle School Library** from the drop-down list. Enter/Search
- Scroll through your list on the screen. Click on a title if you need to find out more about it
- **Print your list** by clicking the printer icon at the bottom to get a printing list, then using the printer icon on the top bar or File Print
- You will use this list to find books in the library
- Read your list and highlight any Information Files you can use
- Highlight two non-fiction book titles which you think will be useful

- **Go back to your search results and go to a website** by clicking the website title then the URL on the next screen
- Read through and print your website.
- **Put your list and your printed website in your folder**

Teacher check ☐

2. WEBLINKS TO FIND A DIFFERENT WEBSITE TO ADD TO YOUR INFORMATION

- Go to Internet >Cabra Library > Weblinks Online (left hand side of the screen)
- Login and enter your topic in the search box at the top under word
- Read through the list of websites and choose 2 or 3 to check out (but not the one you already have)
- Skim read and evaluate each website to find the most helpful and reliable
- **Print useful information and put in your folder**

(If you wish to copy and paste information from a website, you **MUST** copy and paste the title and URL as well as the text)

Teacher check ☐

BIBLIOGRAPHY

A bibliography is a list of all resources – books, internet sites etc. – which you use.

Practice exercise: Look at the title page and its reverse for the book Australian endangered animals (handout). Write down the bibliographic details for this book

Author: (surname first) _____

Year of Publication: _____

Title (underlined): _____

Publisher: _____

Place of Publication (city or suburb): _____

Teacher check ☐

YOUR BIBLIOGRAPHY - LIST OF RESOURCES

Write all the resources you use. Use at least 3 resources including one book and one website.

BOOK:

Author (s):(Surname first) _____

Year of publication: _____

Title: _____

Publisher: _____

Place of Publication: _____



BOOK:

Author (s): (Surname first) _____

Year of publication: _____

Title: _____

Publisher: _____

Place of Publication: _____



WEBSITE:

Title of web page _____

URL: (web address) _____



WEBSITE:

Title of web page _____

URL: (web address) _____



PAMPHLET from INFORMATION FILE OR FOLDER:

Title: _____

Year of publication: _____

Publisher: _____



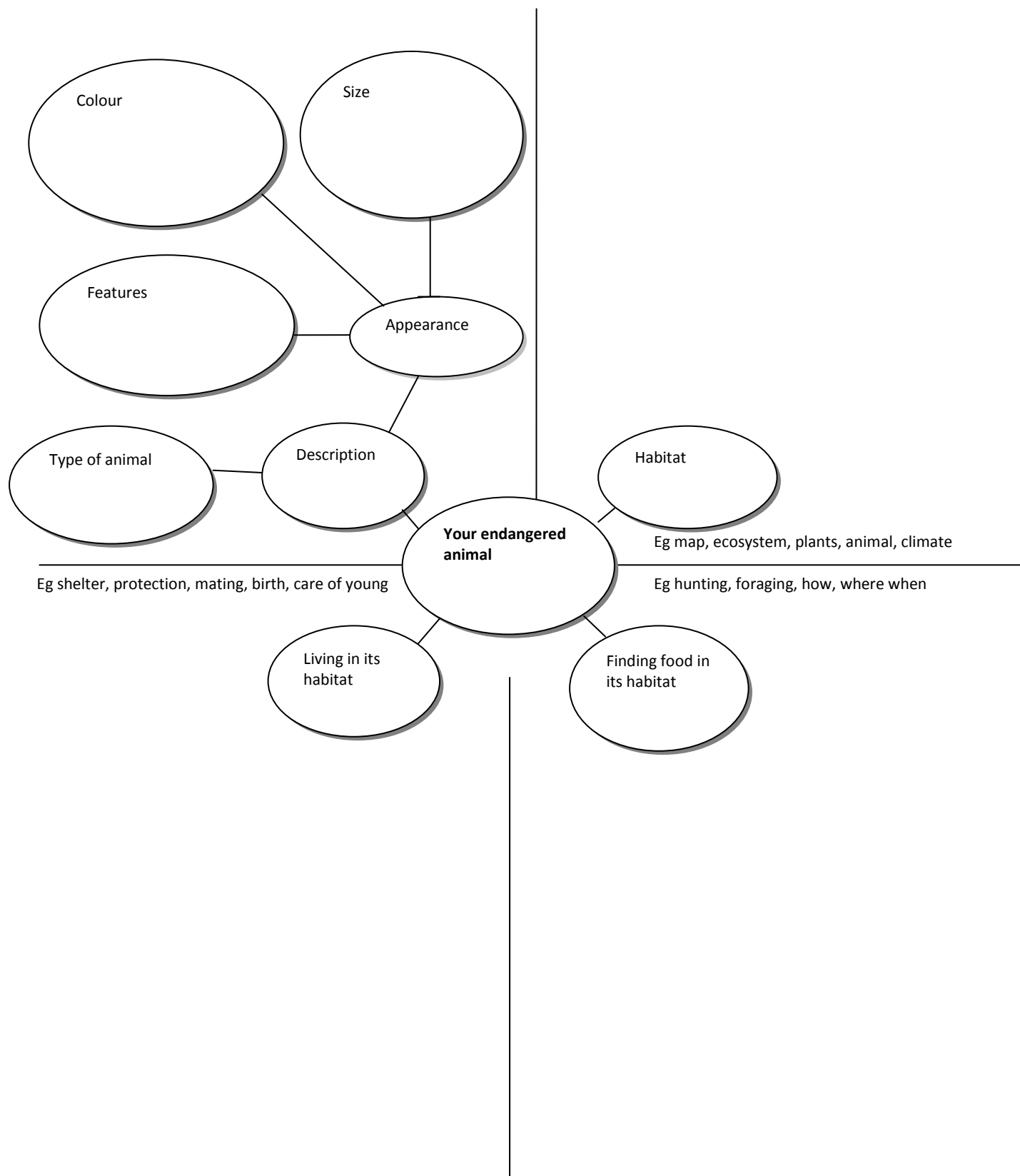
VIDEO FROM CLICKVIEW

Title: _____

Teacher check ☐

READING AND COLLECTING INFORMATION

- Use library books from your printed lists, information files and print-outs from websites. **Read carefully.**
Highlight key information
- Write information about your animal in its ecosystem in **dot points** on the concept map:
- Record your sources in your **bibliography**.



Teacher check ☐

FIND OUT THE CONSERVATION STATUS OF YOUR ANIMAL (FROM A BOOK OR WEBSITE) AND CIRCLE

Vulnerable

Endangered

Critically endangered

Read more to learn about threats to your animal and ways people can help it survive.

Make notes in **dot point form** in these boxes.

THREATS. What threatens your animal? What has caused your animal to become endangered or vulnerable?

CONSERVATION. What is being done or could be done to help your animal species survive?

Teacher check ☐

ORGANISING AND PRESENTING

Your teacher will talk to you about how to present your findings. Possibilities include

- A poster or
- An oral (with notes to be handed up) or
- An information report in your science book

Plan your presentation.

Review your notes and draft your written sections.

Include all important information and graphics where appropriate.

Create your final presentation.

YOUR SELF ASSESSMENT

What interesting information did you learn from this project?

What skills did you learn and use in this research?

What did you find interesting or helpful about the process we used?

What could you do better next time?

What could you personally do to help endangered animals?
